

Pflugerville Independent School District
Ruth Barron Elementary
2024-2025 Campus Improvement Plan



Board Approval Date: October 17, 2024
Public Presentation Date: October 3, 2024

Mission Statement

The mission of Ruth Barron Elementary is to grow our leaders of tomorrow to their fullest potential. We will do this by creating a culture of high academic expectations (growth mind set), a rigorous curriculum through the PLC process, relevant learning experiences, embracing our diversity, creating strong relationships with our students and community that will result in the success of every child. Simply put, "lo que se dice, se hace" ("that which you say, you do").

Vision

Our students are...

- Brave, confident learners who practice continual self-development (growth mind set).
- Empathetic learners who respond to others' needs and feel safe, both physically and emotionally.
- Have Integrity and are positive role models.
- Resilient and problem solvers who communicate clearly, work well independently and as team member, and never gives up.
- Self Aware to set personal goals and to achieve their full potential.
- Prepare all students for a collegial or professional experiences.

Value Statement

- Diversity is our strength
 - All individuals have worth
 - Relationships are foundational to success
 - A safe and nurturing environment is non-negotiable
 - All students have the right to diverse educational opportunities
 - Social-emotional learning is as critical as academic focus
 - Civic-mindedness must be explicitly cultivated in our students
- Community partnerships and high expectations improve students' outcomes
 - Innovation and a strong work ethic ensure excellence

Table of Contents

| | |
|---|----|
| Comprehensive Needs Assessment | 4 |
| Demographics | 4 |
| Student Learning | 7 |
| School Processes & Programs | 10 |
| Perceptions | 12 |
| Priority Problem Statements | 14 |
| Goals | 15 |
| Goal 1: PfISD will recruit, support, and retain teachers and principals. | 15 |
| Goal 2: PfISD will build a foundation of reading and math. | 19 |
| Goal 3: PfISD will connect high school to career and college. | 26 |
| Goal 4: PfISD will improve low performing schools. | 28 |
| State Compensatory | 35 |
| Budget for Ruth Barron Elementary | 35 |
| Personnel for Ruth Barron Elementary | 35 |
| Title I Personnel | 36 |
| Campus Funding Summary | 37 |
| Policies, Procedures, and Requirements | 38 |
| Addendums | 39 |

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographic Summary

Ruth Barron Elementary is a Title I campus. RBES is identified as a Title I campus: 77% of our students come from low socioeconomic backgrounds. We have a large Latino and Spanish speaking community. The campus was built in 2012. The school serves students in grades PK-5th grade with a spring enrollment of 570 students. We are a dual language campus with both 1way and 2 way dual language classes. We have at least 2 monolingual classroom per grade level. We have Pegasus, Essential Academics, and COMM classrooms as well.

Students

Over these past three years our numbers have evened out. From the beginning of school to the end of school, in the spring we had increased by 35 students to 567 total.

| Student Demographics - Ruth Barron Elementary School (Source: TAPR & On Data Suite) | | | | | | |
|---|--|------------|------------|------------|------------|-----------|
| | | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
| Total Enrollment | | 573 | 571 | 509 | 532 | TBA |
| African American | | 9.6% | 8.9% | 11.8% | 10.55% | |
| Hispanic | | 77.3% | 75.5% | 72.3% | 73.45% | |
| White | | 7.2% | 8.8% | 9.4% | 10.17% | |
| American Indian | | 0.2% | 0.4% | 0.2% | 0.0% | |
| Asian | | 3.3% | 4.0% | 4.1% | 3.95% | |
| Pacific Islander | | 0.0% | 0.0% | 0.2% | 0.19% | |
| Two or More Races | | 2.4% | 2.5% | 1.96% | 1.69% | |

Special Programs

Our Special programs have stayed consistent in percentages over the years, but our migrant population is slowly increasing. By spring it has increased by 10 students.

| Student Special Program Identification/Participation - Ruth Barron Elementary School (Source: TAPR & On Data Suite) | | | | | | |
|---|-----------|-----------|-----------|-----------|-----------|-----------|
| | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
| | | | | | | |

| Student Special Program Identification/Participation - Ruth Barron Elementary School (Source: TAPR & On Data Suite) | | | | | | |
|---|-------|-------|-------|------------------|------------------|-----|
| Economically Disadvantaged | 78.5% | 75.9% | 77.1% | 76.2% | 76.46% | TBA |
| Emergent Bilingual | 61.7% | 58.3% | 59.2% | 58.9% | 60.83% | |
| At-Risk | 80.7% | 77.3% | 82.7% | 84.7% | 80% | |
| Special Education | 14.6% | 15.4% | 16.6% | 17.9% | 18.83% | |
| Gifted & Talented | 2.2% | 2.4% | 3.3% | 6.3% | 6.59% | |
| Dyslexia | 2.3% | 3.0% | 3.2% | 2.2% | 2.0% | |
| Section 504 | 5.5% | 5.9% | 6.1% | 3.9% | 3.39% | |
| Immigrant | 5.5% | 4.7% | 3.5% | 4.7% | 4.33% | |
| Homeless | 0.2% | 1.2% | 0.9% | 1.4% | 1.13% | |
| Migrant | 0.0% | 0.0% | 0.0% | 0.0% | 1.2% | |
| Campus Mobility Rate | 12.7% | 9.3% | 11.0% | not yet reported | Not yet reported | |

Staff

Teacher demographics are more closely following student ratios.

| Teacher Demographics - Ruth Barron Elementary School (Source: TAPR) | | | | | | |
|---|-------------|-------------|-------------|-------------|-----------|-----------|
| | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2022-2023 | 2024-2025 |
| Total Teachers | 52.6 | 50.2 | 46.9 | 48.1 | 44 | TBA |
| African American | 7.6% | 8.0% | 6.4% | 4.2% | 6.8% | |
| Hispanic | 56.1% | 55.8% | 61.4% | 47.8% | 40.8% | |
| White | 34.4% | 34.2% | 32.2% | 46.0% | 47.9% | |
| American Indian | 0.0% | 0.0% | 0.0% | 0.0% | 0% | |
| Asian | 0.0% | 0.0% | 0.0% | 0.0% | 2.3% | |
| Pacific Islander | 0.0% | 0.0% | 0.0% | 0.0% | 0% | |
| Two or More Races | 1.9% | 2.0% | 0.0% | 2.1% | 2.3% | |

Our numbers indicate that there is a balance of teachers with 1-5, 6-10, and 11-20 years of experience.

| Teachers by Years of Experience - Ruth Barron Elementary School (Source: TAPR) | | | | | | | |
|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2024-2025 |
| Beginning Teachers | 1.9% | 0.0% | 6.4% | 6.2% | 6.2% | 11.3% | TBA |
| 1-5 Years Experience | 36.1% | 29.9% | 25.6% | 33.3% | 33.3% | 27.2% | |
| 6-10 Years Experience | 26.6% | 31.9% | 29.9% | 20.8% | 20.8% | 25.2% | |
| 11-20 Years Experience | 31.6% | 36.2% | 32.0% | 33.5% | 33.5% | 27.2% | |
| Over 20 Years Experience | 3.8% | 2.0% | 6.2% | 6.2% | 6.2% | 9.1% | |

Demographics Strengths

Our teacher demographics are more closely following the schools demographics with and increase of African American teachers and over all staff. Ruth Barron Elementary is a diverse campus community where students have opportunities to participate in several cultural events such as Hispanic Heritage Month activities, Black History Month activities, Cinco de Mayo presentations, as well as other multicultural events and presentations. These activities provide students with multiple opportunities to learn about different cultures and to gain an appreciation for diversity. The campus has a strong dual language program, which includes a two-way program, where English speaking students learn Spanish.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Ruth Barron has a high percentage of Emergent Bilingual students, low-SES and At-Risk students who require differentiated instruction to meet identified needs. **Root Cause:** Teachers need training on effective differentiation to better address the diverse needs of many of our students.

Problem Statement 2 (Prioritized): Our population requires qualified bilingual staff members for appropriate instruction and supports. **Root Cause:** Each year it is a challenge to find qualified certified bilingual applicants to fill vacancies.

Student Learning

Student Learning Summary

The table below gives a multi-year glance at overall student achievement at the Approaches level of performance as measured by STAAR, Grades 3-5: We continue to be in the 60% for Math and Reading but we did drop by at least 5% points, and Science has dropped and continues to be a struggle.

| STAAR Test | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|------------|-----------|-----------|-----------|-----------|
| Reading | 48% | 62% | 67% | 62% |
| Math | 35% | 62% | 66% | 60% |
| Writing | 29% | | | |
| Science | 38% | 36% | 38% | 23% |

Below are STAAR scores for 2023-24 by grade level. As students go up in grade level their STAAR performance seem to increase ins Approaches and Meets. 3rd grade has the lowest scores

| STAAR TEST | 3rd 2023-2024 | | 4th 2023-2024 | | 5th 2023-2024 | |
|------------|---------------|-------|---------------|-------|---------------|-------|
| | Approaches | Meets | Approaches | Meets | Approaches | Meets |
| Reading | 46% | 13% | 68% | 40% | 72% | 49% |
| Math | 46% | 16% | 63% | 36% | 73% | 45% |

TELPAS Composite Scores for 2023-34 school year. The ELP target in Closing the Gaps was missed. 48% made progress; the target was 49%. We missed it by one point.

| TELPAS Composite Ratings | Beginning | Intermediate | Advanced | Advanced High | Average Score 1-4 |
|--------------------------|-----------|--------------|----------|---------------|-------------------|
| K-2nd | 52% | 33% | 8% | 8% | 1.8 |
| 3rd- 5th | 12% | 44% | 35% | 8% | 2.4 |
| Kinder | 64% | 21% | 2% | 13% | 1.7 |
| 1st | 55% | 29% | 7% | 9% | 1.7 |
| 2nd | 31% | 61% | 13% | 2% | 1.8 |
| 3rd | 18% | 59% | 21% | 3% | 2.1 |

| TELPAS Composite Ratings | Beginning | Intermediate | Advanced | Advanced High | Average Score 1-4 |
|--------------------------|-----------|--------------|----------|---------------|-------------------|
| 4th | 7% | 45% | 38% | 9% | 2.4 |
| 5th | 14% | 32% | 43% | 11% | 2.5 |

Beginning of the Year Reading Screeners BOY and End of the Year EOY for 1st-2nd grade 2023-2024. Students continue to grow.

| 2022-2023 | Significant Intervention Needed | | Moderate Intervention Needed | | Possible Intervention Needed | | No intervention Needed | |
|-----------|---------------------------------|------------------|------------------------------|-------------------|------------------------------|-------------------|------------------------|-------------------|
| 1st grade | BOY TPRI 56% | EOY TPRI 22% | BOY TPRI 8% | EOY TPRI 20% | BOY TPRI 19% | EOY TPRI 28% | BOY TPRI 17% | EOY TPRI 30% |
| | BOY Tejas LEE 69% | EOY Tejas LEE 6% | BOY Tejas LEE 12% | EOY Tejas LEE 14% | BOY Tejas LEE 8% | EOY Tejas LEE 22% | BOY Tejas LEE 8% | EOY Tejas LEE 59% |
| 2nd grade | BOY TPRI 56% | EOY TPRI 25% | BOY TPRI 8% | EOY TPRI 12% | BOY TPRI 19% | EOY TPRI 23% | BOY TPRI 17% | EOY TPRI 40% |
| | BOY Tejas LEE 28% | EOY Tejas LEE 8% | BOY Tejas LEE 17% | EOY Tejas LEE 0% | BOY Tejas LEE 36% | EOY Tejas LEE 56% | BOY Tejas LEE 19% | EOY Tejas LEE 39% |

Math Screeners for 1st and 2nd grade Beginning of the Year BOY and End of the Year EOY Math 360 scores 2023-24. Students to grow.

| Math 360 Screeners | Urgent Interventionn | | Intervention | | On Watch | | At or Above Benchmark | |
|--------------------|----------------------|---------|--------------|---------|----------|---------|-----------------------|---------|
| 1st grade | BOY 17% | EOY 14% | BOY 7% | EOY 11% | BOY 20% | EOY 11% | BOY 57% | EOY 64% |
| 2nd grade | BOY 20% | EOY 19% | BOY 27% | EOY 16% | BOY 20% | EOY 7% | BOY 33% | EOY 57% |

Student Learning Strengths

- In Math, our 5th grade scores continue to grow closer to prepandemic percentages as our scores were in the 70% or higher in approaches. This coincides with our possible accountability rating this year. If our growth rates continue to grow from year to year, our accountability rating could possibly be a **B** this year based on our student growth from year to year.
- Our 1st and 2nd grade screeners also continue to show progressive growth in Reading more than Math, but still progression in both subjects.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Our 3rd grade students STAAR test scores were significantly lower than those of 4th and 5th grade. **Root Cause:** There has been inconsistency in the implementation of PLC practices and intentional progress monitoring and all teachers will continue to be trained in best practices of Math workshop, Readers workshop, pulling of groups and the implementation in the classroom.

Problem Statement 2: SPED Academic Achievement goals for Math and Reading, still needs to be monitored. **Root Cause:** Additional academic strategy support is needed for our teachers working with our SPED student group, and a system for holding consistent SPED PLCs is needed.

School Processes & Programs

School Processes & Programs Summary

Ruth Barron follows the curriculum created by Pflugerville ISD. We believe in the HQIM processes the district has adopted.

PfISD supports the campus by providing Math Workshop PD and Just In Time PD. Additionally, district instructional specialists are available to provide training as needed for specific teachers or the campus as a whole.

The school has partnered with a local church that sponsors activities such as Backpack Friends and Thanksgiving meals. In addition we have partnered with Academy 4 to provide mentors for all of our 4th grade students. All communication from the school is in English and Spanish; this includes posts to our school's Facebook page.

Ruth Barron has a wealth of technology which includes smart boards in all classrooms, a computer lab, iPad tubs for grades PreK-1st, and individual Chromebooks for students in grades 2-5.

Ruth Barron will implement tutoring sessions in conjunction with intervention times to provide the necessary minutes to qualified students needing the required tutoring minutes. RBES will plan on also utilizing after-school tutoring to help with this process.

PLC development is a focus for our school year.

We have added a part time Instructional Coach to the campus. No returning employees are currently on a growth plan.

To address the learning loss of students and meet the 15 or 30 hour intervention requirement for students who scored below "Approaches" on one/both STAAR tests. We do have a daily 30 minute block in the master schedule to address that learning loss in small group instruction.

In addition we do have TIA certified teachers who provide high quality instruction.

Tier 1 practices and systems establish a foundation of regular, proactive support while preventing unwanted behaviors. Schools provide these universal supports to all students, school-wide.

Tier 2 practices and systems support students who are at risk for developing more serious problem behaviors before those behaviors start. These supports help students develop the skills they need to benefit from core programs at the school.

At Tier 3, students receive more intensive, individualized support to improve their behavioral and academic outcomes. At this level, schools rely on formal assessments to determine a student's need.

School Processes & Programs Strengths

Curriculum and Instruction:

- There is an aligned, viable curriculum in place. During weekly PLCs, teachers examine instructional practices and student data.
- The campus has five interventionists to provide interventions at a Tier 2 level of RTI.
- All classroom teachers are ESL certified and most also have a GT certification.

100% of the teachers and paraprofessionals meet the highly qualified requirements and parents are aware of the highly qualified status of all teachers. All staff receives ongoing and sustained professional development that is aligned with the goals of the district and Campus Improvement Plan. Teachers are provided a viable curriculum that is aligned with student needs and the TEKS.

Ruth Barron teachers have the opportunity to serve on district committees to help make revisions to the curriculum and to district assessments.

Parent/Community Involvement:

- Parents and community members are included as decision makers in a broad spectrum of school decisions by their participation on the school's Campus Academic Advisory Council (CAAC).
- Strong parental support and attendance at Parent Nights (Literacy, Math, Science), Fall Festival, Family Movie Night, etc.
- School/Parent communication through Friday Folders, Facebook, etc.
- Improved parent participation in the school's PTO
- Improvement in the number of consistent parent volunteers

Students have many opportunities to use technology in meaningful ways in the classroom. Additionally, our campus has received a iPads for all classrooms PK- 1st grade and each grade level, 2nd-5th received a laptop cart. As observed during walkthroughs and classroom observations, students are interacting with technology on a daily basis.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We are in the development phase of rebuilding our PLC grade meetings as PLC meetings and their function have been misunderstood. **Root Cause:** Although protocols were in place to leverage PLC meetings to the maximum, we need to continue to adhere to protocol and accountability for each other in meetings. Administration will attend all PLCs to ensure proper protocols are being followed with fidelity.

Problem Statement 2: With the addition of new staff members, there is always a need to get those individuals up to date on all of the systems at the district/campus level. **Root Cause:** There is not a system for on-demand technology training of new staff members. The campus will create a system or meetings in which new hires can ask questions or have their needs met.

Problem Statement 3: Our campus is technology rich, we must create systems to address the management of the hardware, troubleshooting of software issues, and monitoring of student use. **Root Cause:** There are no systems in place to address management of hardware or student usage. There is no one on campus specially trained to troubleshoot software issues.

Problem Statement 4 (Prioritized): Although the numbers of parents signed up as volunteers has increased, we still need to increase consistency in ensuring that all visitors and volunteers have signed in to the Raptor system before proceeding past the office. We will continue to encourage more parents to be involved with the school. We need to make sure we teach our community to sign into Skyward. **Root Cause:** We will continue to work on recruiting parents to be volunteers or to take on leadership roles, we will begin having those support meeting with parents that . Coffee mornings with parents with parents, and training sessions at school to educate parents to enter Skyward.

Perceptions

Perceptions Summary

Perceptions Summary

The staff of Ruth Barron Elementary believes Lo que se dice se hace. What is said gets done. We are growing the leaders of tomorrow. We wish to be the model dual language school in the district.

We are a free breakfast and lunch school. Quarterly POPS Rallies are held to recognize academic achievements for students in grades 2-5. Perfect attendance and academic improvement awards

We are divided into Leadership Houses, The House of Bravery, The House of Empathy, the House of Integrity, and The House of Resiliency.

According to the 2024 Spring Upbeat Staff Survey :

Teachers at my school build trusting relationships with parents. 97%

Parents and teachers at my school work together as partners. 94%

Parents at my school have confidence in teachers. 94%

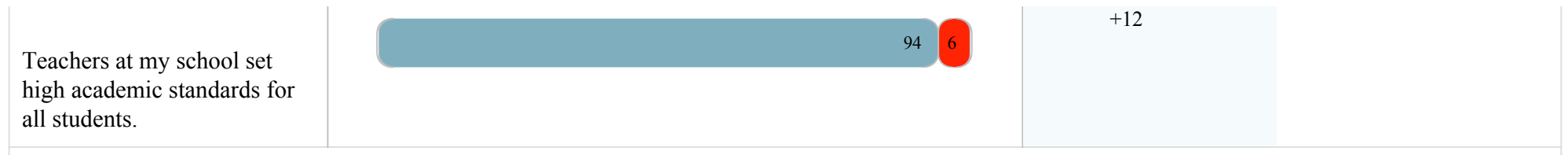
Teachers at my school do meaningful work together in teams. 94%




Perceptions Strengths

At Ruth Barron we believe in making a difference everyday.

At Ruth Barron Teachers are willing to sponsor extra-curricular activities such as Recycling Club, UIL, Math Pentathlon, Chess Club, Garden Club, Soccer Club, Music Club, Science Club, Student Council

Data from the Spring 2024 Upbeat Survey Strengths:



| | | | | |
|-------------------|--|--|-----------|--|
| <p>Q69</p> | <p>Teachers at my school strive to continually improve their practice.</p> |  <p>97 3</p> | <p>+9</p> | |
| <p>Q70</p> | <p>Teachers at my school care about the well being of students.</p> |  <p>97 3</p> | <p>+1</p> | |
| <p>Q71</p> | <p>Teachers at my school go above and beyond to support students.</p> |  <p>94 6</p> | <p>+2</p> | |

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Only 69% percent of my teacher feel they have been appreciated that they are doing a great work. **Root Cause:** Make sure there are enough systems to recognize teachers.

Priority Problem Statements

Problem Statement 1: Ruth Barron has a high percentage of Emergent Bilingual students, low-SES and At-Risk students who require differentiated instruction to meet identified needs.

Root Cause 1: Teachers need training on effective differentiation to better address the diverse needs of many of our students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our population requires qualified bilingual staff members for appropriate instruction and supports.

Root Cause 2: Each year it is a challenge to find qualified certified bilingual applicants to fill vacancies.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Although the numbers of parents signed up as volunteers has increased, we still need to increase consistency in ensuring that all visitors and volunteers have signed in to the Raptor system before proceeding past the office. We will continue to encourage more parents to be involved with the school. We need to make sure we teach our community to sign into Skyward.

Root Cause 3: We will continue to work on recruiting parents to be volunteers or to take on leadership roles, we will begin having those support meeting with parents that . Coffee mornings with parents with parents, and training sessions at school to educate parents to enter Skyward.

Problem Statement 3 Areas: School Processes & Programs





Goals

Goal 1: PflSD will recruit, support, and retain teachers and principals.

Performance Objective 1: By June 2025, Ruth Barron ES teacher turnover rate will decrease from 18% to less than 15%.

Evaluation Data Sources: Turnover rate is reduced

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: RBES will participate in two job fairs in the 2025 school year, and participate with universities to recruit at least 1 highly effective student teacher.</p> <p>Strategy's Expected Result/Impact: We will be able to pool from a larger pool of applicants.</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Provide teachers with supportive professional feedback from walkthroughs early and often at least twice the first semester, and provide teachers the opportunity to have scheduled cross classrooms observations as well as individual scheduled observations.</p> <p>Strategy's Expected Result/Impact: Classroom Teachers will be given the opportunity to observe successful RBES systems within other classrooms for personal learning and growth. The focus of this strategy will be to deepen the Tier 1 learning opportunities.</p> <p>Staff Responsible for Monitoring: Administrators, IC , GLL's / PLC Coalition, Classroom Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Promotion of social wellness by the school with different opportunities such as volleyball, social committee, community activities in and out of school that promote collaboration.</p> <p>Strategy's Expected Result/Impact: Decrease in turnover rate and RBES calendar will depict the dates of activities.</p> <p>Staff Responsible for Monitoring: Social/Wellness Committee, GLL</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |


| Strategy 4 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 4: We will increase culture of appreciation by providing specific positive feedback, teacher spotlight board and shout out Google Form. We will ensure teachers' voices are heard by gathering feedback from teachers at faculty meetings, and continue to respond to teacher questions and addressing needs in real-time throughout the year. We will develop staff community by providing faculty meeting snacks, chocolate box, monthly birthday treats, and additional monthly appreciation ideas. We will frequently communicate to teachers that we will respect their time by ensuring the staff development and faculty meetings are targeted, purposeful, relevant, and based on their communicated needs as well as offering the opportunity for paid tutoring when available.</p> <p>Strategy's Expected Result/Impact: Increased staff engagement and reduced teacher turnover.</p> <p>Staff Responsible for Monitoring: Social wellness committee, Administrators, Administrative Secretary</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |


Goal 1: PfISD will recruit, support, and retain teachers and principals.


Performance Objective 2: In 2024-2025 grade level teams will continue to build on the work of Professional Learning Communities, to ensure we are creating that support system for each other within teams, to best support students. We want to become always more proficient and more intentional for our students and for our continued professional growth and success of our students. Based on PLC agendas and minutes we will measure the success of PLC by the completion of one or more of Dufour questions each week.


Evaluation Data Sources: PLC Agendas, Lesson Plans, Walkthrough data, grade levels self evaluations

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Teams will be provided 1 half day planning/design day per semester, in order build the success of our PLC process and growth and continued support of all of our teachers. During these half days, team leaders will be provided with the structure needed to lead their teams in effectively unpacking and planning for grade level standards.</p> <p>Strategy's Expected Result/Impact: Rigor continues to increase, lesson plans reflect the utilization and alignment of the district curriculum and focus and increased knowledge of standards by teachers;</p> <p>Staff Responsible for Monitoring: GLL's / PLC Coalition</p> <p>Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: - 211 - Title I - \$5,505</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





Performance Objective 2 Problem Statements:

| Demographics |
|--|
| <p>Problem Statement 1: Ruth Barron has a high percentage of Emergent Bilingual students, low-SES and At-Risk students who require differentiated instruction to meet identified needs. Root Cause: Teachers need training on effective differentiation to better address the diverse needs of many of our students.</p> |

Goal 1: PfISD will recruit, support, and retain teachers and principals.

Performance Objective 3: During the 2024-2025 school year, continue to support the growth of teachers by supporting them in their daily implementation of researched best teaching practices of Fundamental 5 strategies and the implementation of the Dual Language Framework. By June of 2025 teacher walkthrough data will show 90% implementation of fundamental 5 strategies and dual language framework as applicable.

Evaluation Data Sources: Walkthrough data, District walkthrough data, Teacher self evaluation

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: At the beginning of the year, we will provide professional learning to evaluate our understanding of the Fundamental 5, and the Dual Language Framework and ESL best practices. New teachers and teachers expressing the desire to learn more will be provided with additional training as needed.</p> <p>Strategy's Expected Result/Impact: Have clearer classroom objectives, have daily writing in all classrooms, have more writing in all subjects, more intentional sharing among students, and to increase students ability to speak English and increase students ability to write</p> <p>Staff Responsible for Monitoring: GLL's / PLC Coalition</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Teachers will receive explicit feedback from the administrative team at least twice by the end of the 2024-25 school year. We will make sure to include that feedback in at least one of the walkthroughs and as well give verbal or written feedback at least once each semester.</p> <p>Strategy's Expected Result/Impact: To establish consistent daily best teacher practices and teachers become more confident in their pedagogy becoming more confident in what they are doing.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 1: By June 2025, there will be increases in both Growth and Meets Grade Level performance on STAAR Reading Language Arts (RLA) tests across grades 3-5 for all student groups to meet all Closing the Gaps interim targets.

Improved Spring 2025 STAAR outcomes from Spring 2024 at each performance level will be:

- RLA Academic Growth from 74% to 76%
- Approaches from 67% to 75%
- Meets from 35% to 50%
- Masters from 13% to 20%

To meet HB3 Early Childhood Literacy Goals:

The percent of 3rd grade students scoring at Meets Grade Level or above on STAAR RLA will increase from 16% in June 2024 to 35% by June 2025 and to 60% by June 2030.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR results, Accountability reports

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Hire an 1/2 Instructional Coach to support teacher instruction, teacher materials, intervention, SEL strategies, and general emotional support for teachers.</p> <p>Strategy's Expected Result/Impact: Supporting teachers</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: - 211 - Title I - \$38,400</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 2: Continue utilizing additional bilingual Interventionist to support Reading and Math. Strategy's Expected Result/Impact: Strengthen Tier 3 interventions in Math and Reading Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 Funding Sources: - 211 - Title I - \$70,800</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Dedicated, daily intervention time (WIN-What I Need time) has been built into the master schedule. Intervention will be provided in class by the teacher and only Tier 3 will be pulled out on a case by case basis. Teachers will receive training in order to effectively utilize this time to cultivate student growth.</p> <p>Strategy's Expected Result/Impact: Increased reading levels and comprehension. as well as increased STAAR scores, universal screener and benchmark scores. Staff Responsible for Monitoring: Teachers, GLL's / PLC Coalition</p> <p>ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Continue after school tutoring and enrichment activities in order to close academic and social emotional gaps for grades 1st-5th.</p> <p>Strategy's Expected Result/Impact: Students will begin catching up on objectives and social emotional gaps they have fallen behind on. UIL, music club, garden club, soccer club, science club...etc.. Forde Ferrier math, Forde Ferrier Science, Staff Responsible for Monitoring: Principal and Assistant principal</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 Funding Sources: - 211 - Title I - \$9,500, Extra duty pay for supplies and after school intervention - 199 - State Comp Ed - \$6,405</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Strategy 5 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 5: Teachers must use one of the two district provided reading programs as a center. Strategy's Expected Result/Impact: Increase of student reading levels Staff Responsible for Monitoring: Teachers</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 6 Details | Reviews | | | |
| <p>Strategy 6: Students should attempt to take one AR test a week minimum and all students 2nd- 5th grade is expected to earn at least a minimum of 15 points by the end of the year. Strategy's Expected Result/Impact: Increase reading stamina and reading levels. Staff Responsible for Monitoring: The classroom teacher will ensure that tests are taken</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 7 Details | Reviews | | | |
| <p>Strategy 7: Strong Tier 1 implementation in the classroom utilizing district-provided High Quality Instructional Materials (pulling groups and strong centers) as well as use of new learned Reading Academy strategies (phonics, anchor charts, word walls) Strategy's Expected Result/Impact: Students will demonstrate growth in foundational skills and emergent literacy skills as demonstrated in EOY assessments. Staff Responsible for Monitoring: Administration Walkthroughs, GLL's / PLC Coalition</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 8 Details | Reviews | | | |
| <p>Strategy 8: Teachers will receive training in utilizing district-provided High Quality Instructional Materials (HQIM) in math Tier 1 instructional time. Administrative walkthroughs will check for the fidelity of use of programs to include Frog Street, GoMath, Zearn, and the Daily Math Calendar. Teachers will monitor the efficacy of this strategy by continuing to progress monitor students through the use of common assessments and Star360. Strategy's Expected Result/Impact: We expect that by utilizing the district-provided HQIM, we will see consistency in improvement of math scores in our PK-2 students. Staff Responsible for Monitoring: Administration and instructional coach will be responsible for providing training and conducting walkthroughs, while classroom teachers will be responsible for implementing the HQIM.</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 9 Details | Reviews | | | |
| <p>Strategy 9: In both reading and math, teachers will partner with administration and intervention teams to monitor and provide intervention for students who are requiring Tier 2 and 3 instruction. This intervention will be provided during daily small groups as well as scheduled WIN (What I Need) time each day. Strategy's Expected Result/Impact: By providing targeted instruction to our Tier 2 and 3 students, we expect to see student growth towards grade level standards. Staff Responsible for Monitoring: Classroom teachers, administration team, intervention team</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Ruth Barron has a high percentage of Emergent Bilingual students, low-SES and At-Risk students who require differentiated instruction to meet identified needs. **Root Cause:** Teachers need training on effective differentiation to better address the diverse needs of many of our students.

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 2: By June 2025, there will be increases in both Growth and Meets Grade Level performance on STAAR Math tests across grades 3-5 for all student groups to meet all Closing the Gaps Student interim targets.

Improved Spring 2025 STAAR outcomes from Spring 2024 at each performance level will be:

- Math Academic Growth from 75% to 77%
- Approaches from 66% to 75%
- Meets from 35% to 50%
- Masters from 11% to 20%

To meet HB3 Early Childhood Math Goals:

The percent of 3rd grade students scoring at Meets Grade Level or above on STAAR Math will increase from 13% in June 2024 to 35% by June 2025 and to 60% by June 2030.


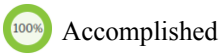
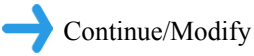

High Priority

HB3 Goal

Evaluation Data Sources: STAAR results, Accountability reports

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Math manipulatives will be shared or purchased for each teacher, and the expectation is they are accessible for students to use during their math block.</p> <p>Strategy's Expected Result/Impact: Building foundation of math concepts</p> <p>Staff Responsible for Monitoring: Administration</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Teachers must use one of the two district provided Math programs as a center.</p> <p>Strategy's Expected Result/Impact: TEKS review and recall practice to help with accuracy when problem solving.</p> <p>Staff Responsible for Monitoring: Teachers, Assistant Principal, Principal</p> <p>ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 3: We will have scheduled Data Dig Days at least once or more as needed every 9 weeks coordinated by Interventionist to analyze data in order to adjust instruction and intervention groups to meet student needs. Student growth will be monitored and action plans will be created for students who are not demonstrated the desired growth.</p> <p>Strategy's Expected Result/Impact: Students getting what they need and no students falling through the cracks</p> <p>Staff Responsible for Monitoring: GLL's / PLC Coalition</p> <p>ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |





Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 3: By June 2025, there will be a 30% increase in Meets Grade Level performance on 5th grade STAAR Science tests for all student groups to meet all Closing the Gaps Student Success Status interim targets.

Improved Spring 2025 STAAR outcomes from Spring 2024 at each performance level will be:





- Approaches from 25% to 70%
- Meets from 5% to 35%
- Masters from 2% to 20%

Evaluation Data Sources: Lesson plans, Data from Science benchmarks, STAAR results, Accountability reports

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Emphasize that Science Instruction is occurring at all grade levels everyday. The use of Forde Ferrier and Lead 4Ward Materials used from the beginning of the year by 5th grade. One test prep question a day.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR scores and science benchmark scores.</p> <p>Staff Responsible for Monitoring: Administration Walkthroughs, GLL's / PLC Coalition</p> <p>ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Goal 3: PfISD will connect high school to career and college.

Performance Objective 1: Increase acts of Empathy leadership, Integrity Leadership, Bravery leadership, Resiliency leadership by making sure all classes have at least 1 leadership dojo point each week as it relates to the school wide House Leadership system.

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: We will continue establishing our Houses of Leadership (House of Brave Bears, House of Empathetic Panda Bears, House of Integrity Grizzly Bears, and House of Resilient Polar Bears). Students will be given explicit instruction in these character traits as we continue to establish Ruth Barron as a Leadership School, where we, "Grow the leaders of tomorrow" by encouraging students to develop and demonstrate these effective leadership skills.</p> <p>Strategy's Expected Result/Impact: Focus on leadership building</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: 100% of students in grades 2-5 will have data folders to monitor their goals to grow leadership, and achieve their goals academically and socially.</p> <p>Strategy's Expected Result/Impact: Students set high expectations for themselves to meet</p> <p>Staff Responsible for Monitoring: Teachers. Administration</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Use title 1 money to purchase extra chromebooks to get closer to a 2/1 ratio for our students in order for them continue to have access to technology to better prepare themselves for learning and testing.</p> <p>Strategy's Expected Result/Impact: Students have access to Chromebooks</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.6</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: - 211 - Title I - \$5,000</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Performance Objective 1 Problem Statements:

Demographics





Problem Statement 1: Ruth Barron has a high percentage of Emergent Bilingual students, low-SES and At-Risk students who require differentiated instruction to meet identified needs. **Root Cause:** Teachers need training on effective differentiation to better address the diverse needs of many of our students.

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: By June 2025, RBES will have at least 3 family engagement activities that are academic related to help enhance our academic achievement, set up counseling activities and PD that helps students and teachers build positive relationships with the school and community.

Evaluation Data Sources: Participation, number of events offered, student academic outcomes

| Strategy 1 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 1: RBES will establish itself as a No Place for Hate campus. Strategy's Expected Result/Impact: RBES Calendar will depict the dates of the activities as well as campus communications: Facebook, website, e-mails, etc. Staff Responsible for Monitoring: Social Wellness Committee</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Have a Literacy Night, STEM Math/Science Night, and Cultural Diversity Night where we invite the community and establish educational activities to educate our families and to help enhance our school performance.</p> <p>Title I: 4.1, 4.2 Problem Statements: School Processes & Programs 4 Funding Sources: - 211 - Title I - \$1,510</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Continue utilizing Parent Liaison to provide campus support and ongoing parent communication as well as serving to increase, improve and differentiate parent/family involvement and attendance.</p> <p>Strategy's Expected Result/Impact: An increase in parent knowledge and understanding of the educational process and how to help their child with academics at home. Solidify the school to home connection. Staff Responsible for Monitoring: A-Team, Parent Liaison</p> <p>Title I: 4.1, 4.2 Problem Statements: School Processes & Programs 4 Funding Sources: - 211 - Title I - \$31,165</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Strategy 4 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 4: Continue SEL and cultural competency professional development for upcoming school year to nourish relationships, safety, and learning by improving teacher knowledge in cultural competency.</p> <p>Strategy's Expected Result/Impact: Increase staff awareness of families and their needs</p> <p>Staff Responsible for Monitoring: Administration</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |





Performance Objective 1 Problem Statements:

| School Processes & Programs |
|--|
| <p>Problem Statement 4: Although the numbers of parents signed up as volunteers has increased, we still need to increase consistency in ensuring that all visitors and volunteers have signed in to the Raptor system before proceeding past the office. We will continue to encourage more parents to be involved with the school. We need to make sure we teach our community to sign into Skyward. Root Cause: We will continue to work on recruiting parents to be volunteers or to take on leadership roles, we will begin having those support meeting with parents that . Coffee mornings with parents with parents, and training sessions at school to educate parents to enter Skyward.</p> |

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: During the 2024-2025 school year, RBES student attendance will increase from 92.4% to 93.5%. Chronic Absenteeism will decrease from 27.5% to 22.5%.





Evaluation Data Sources: Attendance rate, Chronic Absenteeism rate

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Continue to work with Everyday Labs Attendance Dashboard, funded by students affairs grant to monitor our attendance more closely, as well to continue incentives attendance for our students.</p> <p>Strategy's Expected Result/Impact: An increase in attendance</p> <p>Staff Responsible for Monitoring: Registrar, Assistant Principal, Principal</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: During the 2024-2025 school year, RBES will decrease our office referrals from 33 referrals in the prior year to less than 30 referrals for the year 2025.





Evaluation Data Sources: Referrals

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Have SEL / Restorative training for teachers. Teachers will implement Restorative Practices within the classroom to build relationships and create a classroom community by utilizing classroom meetings, making classroom treatment agreement chart, using the quick strategies of building relationships (60 second break, 2 minute connection, 90 second spark)</p> <p>Strategy's Expected Result/Impact: Help build relationships between teachers and students.</p> <p>Staff Responsible for Monitoring: Assistant Principal, and Principal</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Continue "Barron student store" system in conjunction with Barron Bucks to promote and foster expected behavior.</p> <p>Strategy's Expected Result/Impact: Fewer referrals in the office and increased/high number of students receiving Barron Bucks and purchasing items in the student store.</p> <p>Staff Responsible for Monitoring: PBIS, PTO, Administration</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Goal 4: PfISD will improve low performing schools.

Performance Objective 4: To ensure Coordinated School Health, RBES students will make Fitness Gram goals and 50% or more of our students will achieve their goals. 100% of eligible students will participate in the FitnessGram assessment.

Evaluation Data Sources: FitnessGram

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Students create baseline of activities during PE class. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Goal 4: PfISD will improve low performing schools.


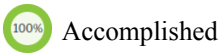
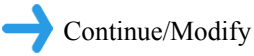

Performance Objective 5: Ruth Barron Elementary's 2025 A-F campus accountability ratings for overall and each domain will improve from the prior year as follows:

- Overall Rating will improve from C to B or above
- Domain 1 Rating will improve from F to C or above
- Domain 2 Rating will improve from B to A or above
- Domain 3 Rating will improve from C to B or above

Evaluation Data Sources: Accountability reports

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: In order to increase our accountability rating, RBES will continue to push for student growth and improvement on the STAAR assessment by closely monitoring AEP students and providing targeted intervention for students at risk of not passing.</p> <p>Strategy's Expected Result/Impact: We expect that this will reduce the number of students that are not passing the STAAR test in the 2025 assessment period, thus increasing our school's rating.</p> <p>Staff Responsible for Monitoring: Classroom teachers, administrators, and the intervention team will all work closely to monitor students requiring intervention in all grade levels.</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: In order to ensure all students are making one year's growth in one year's time, teachers will receive training in implementing WIN (what I need) time to ensure that students requiring intervention are supported in their growth, but also students who are requiring enrichment may also extend their knowledge. This will ensure that all students are given the opportunity to grow through the course of the year through targeted, personalized instruction.</p> <p>Strategy's Expected Result/Impact: Once teachers are trained in providing this targeted instruction, we expect to see one year's growth in all students. Growth will be monitored through Star360, TPRI, and Tejas Lee through the course of the year.</p> <p>Staff Responsible for Monitoring: The classroom teachers, administration, and intervention team will conduct data check ins to ensure that students are receiving the instruction they need to continue growth.</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 3: In order to work towards the "Closing the Gaps" domain, our teachers will offer after school tutoring to support students in both language acquisition and academic achievement. Our dual language teachers will provide language supports during this time to ensure that students are able to perform in the language of instruction during class.</p> <p>Strategy's Expected Result/Impact: Through the use of after school tutoring, we expect to see increases in student achievement through formative and summative assessments. We also expect to see progress of our Emergent Bilingual students reflected in our TELPAS results.</p> <p>Staff Responsible for Monitoring: Classroom teachers will monitor students needing tutoring and additional language supports outside of the classroom.</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

State Compensatory

Budget for Ruth Barron Elementary

Total SCE Funds: \$8,288.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

RBES utilizes its SCE funds to support intervention & tutoring efforts for identified at-risk students.

Personnel for Ruth Barron Elementary

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|-------------------|------------------------------|------------|
| Jennifer Mckenzie | Math/Reading Interventionist | 1 |
| Nancy Jaimes | Bilingual Interventionist | 1 |
| Sandy Jaimes | Bilingual Interventionist | 1 |

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-----------------|----------------------|----------------|------------|
| Emily Flatt | Instructional Coach | | 1 |
| Fryda Chavez | Intervention Teacher | | .5 |
| Tania Rodriguez | Parent Liaison | | 1 |

Campus Funding Summary

| 199 - State Comp Ed | | | | | |
|------------------------------------|-----------|----------|--|--------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2 | 1 | 4 | Extra duty pay for supplies and after school intervenion | | \$6,405.00 |
| Sub-Total | | | | | \$6,405.00 |
| Budgeted Fund Source Amount | | | | | \$6,405.00 |
| +/- Difference | | | | | \$0.00 |
| 211 - Title I | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 1 | | | \$5,505.00 |
| 2 | 1 | 1 | | | \$38,400.00 |
| 2 | 1 | 2 | | | \$70,800.00 |
| 2 | 1 | 4 | | | \$9,500.00 |
| 3 | 1 | 3 | | | \$5,000.00 |
| 4 | 1 | 2 | | | \$1,510.00 |
| 4 | 1 | 3 | | | \$31,165.00 |
| Sub-Total | | | | | \$161,880.00 |
| Budgeted Fund Source Amount | | | | | \$161,880.00 |
| +/- Difference | | | | | \$0.00 |
| Grand Total Budgeted | | | | | \$168,285.00 |
| Grand Total Spent | | | | | \$168,285.00 |
| +/- Difference | | | | | \$0.00 |

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

| Title | Person Responsible | Review Date | Addressed By | Addressed On |
|--|--|-------------|--------------|--------------|
| Bullying Prevention | Executive Director of Student Affairs | 9/3/2024 | Karen Shah | 9/3/2024 |
| Child Abuse and Neglect | Chief Human Resources Officer | 9/3/2024 | Karen Shah | 9/3/2024 |
| Coordinated Health Program | Chief Academic & Innovation Officer | 9/3/2024 | Karen Shah | 9/3/2024 |
| Decision-Making and Planning Policy Evaluation | Chief Academic & Innovation Officer | 9/3/2024 | Karen Shah | 9/3/2024 |
| Disciplinary Alternative Education Program (DAEP) | Executive Director of Student Affairs | 9/3/2024 | Karen Shah | 9/3/2024 |
| Dropout Prevention | Executive Director of Student Affairs, Assistant Superintendent | 9/3/2024 | Karen Shah | 9/3/2024 |
| Dyslexia Treatment Program | Executive Director of Special Education | 9/3/2024 | Karen Shah | 9/3/2024 |
| Title I, Part C Migrant | Director of Federal & State Programs | 9/3/2024 | Karen Shah | 9/3/2024 |
| Pregnancy Related Services | Executive Director of Health, Safety, and Emergency Management | 9/3/2024 | Karen Shah | 9/3/2024 |
| Post-Secondary Preparedness | Chief Academic & Innovation Officer | 9/3/2024 | Karen Shah | 9/3/2024 |
| Recruiting Teachers and Paraprofessionals | Chief Human Resources Officer | 9/3/2024 | Karen Shah | 9/3/2024 |
| Student Welfare: Crisis Intervention Programs and Training | Executive Director of Health, Safety, Emergency, and Crisis Management | 9/3/2024 | Karen Shah | 9/3/2024 |
| Student Welfare: Discipline/Conflict/Violence Management | Executive Director of Student Affairs | 9/3/2024 | Karen Shah | 9/3/2024 |
| Texas Behavior Support Initiative (TBSI) | Executive Director of Student Affairs | 9/3/2024 | Karen Shah | 9/3/2024 |
| Technology Integration | Chief Academic & Innovation Officer | 9/3/2024 | Karen Shah | 9/3/2024 |
| Job Description for Peace Officers, Resource Officers & Security Personnel | Chief Human Resources Officer | 9/3/2024 | Karen Shah | 9/3/2024 |

Addendums

Early Childhood Literacy Plan Campus Goal - Ruth Barron ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR RLA will increase from 16% in Spring 2024 to 60% by June 2030.

Yearly Target Goal

| 2023-2024 <small>(Actual Outcome for Goal-Setting)</small> | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 | 2028-2029 | 2029-2030 |
|---|-----------|-----------|-----------|-----------|-----------|----------------------|
| 16% | 30% | 40% | 46% | 55% | 58% | Must be at least 60% |

Yearly Target Goals -- by Student Group

| | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Economically Disadvantaged | Special Ed (Former) | Emergent Bilingual | Continuously Enrolled | Non-Continuously Enrolled |
|--|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|----------------------------|---------------------|--------------------|-----------------------|---------------------------|
| 2023-2024 <small>(Actual Outcomes for Goal-Setting)</small> | n/a | 14% | n/a | n/a | n/a | n/a | n/a | 8% | 8% | n/a | 7% | n/a | n/a |
| 2024-2025 | n/a | 20% | n/a | n/a | n/a | n/a | n/a | 15% | 15% | n/a | 15% | n/a | n/a |
| 2025-2026 | n/a | 30% | n/a | n/a | n/a | n/a | n/a | 20% | 30% | n/a | 30% | n/a | n/a |
| 2026-2027 | n/a | 39% | n/a | n/a | n/a | n/a | n/a | 26% | 35% | n/a | 37% | n/a | n/a |
| 2027-2028 | n/a | 49% | n/a | n/a | n/a | n/a | n/a | 38% | 46% | n/a | 48% | n/a | n/a |
| 2028-2029 | n/a | 55% | n/a | n/a | n/a | n/a | n/a | 50% | 55% | n/a | 55% | n/a | n/a |
| 2029-2030 | n/a | 60% | n/a | n/a | n/a | n/a | n/a | 60% | 60% | n/a | 60% | n/a | n/a |

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - Spring 2024 Grade 3 Reading STAAR results at Meets Grade Level Performance or above in either English or Spanish (unduplicated) - All students tested (where they were view)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Literacy Progress Measure 1 - Ruth Barron ES

The percent of PreK students that score on grade level or above in Literacy on the C-PALLS+ assessment will increase from 35% in Spring 2024 to 60% by June 2030.

Yearly Target Goals

| | | | | | | | |
|--|------------------|------------------|------------------|------------------|------------------|-----------------------------|--|
| 2023-2024 <small>(Actual Outcome for Goal-Setting)</small> | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 | 2028-2029 | 2029-2030 | |
| 35% | 40% | 45% | 50% | 55% | 58% | Must be at least 60% | |

Yearly Target Goals -- by Student Group

| | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Economically Disadvantaged | Special Ed (Former) | Emergent Bilingual | Continuously Enrolled | Non-Continuously Enrolled |
|---|------------------|------------|-------|-----------------|-------|------------------|-------------------|----------------------|----------------------------|---------------------|--------------------|-----------------------|---------------------------|
| 2023-2024 <small>(Actual Outcomes for Goal-Setting)</small> | n/a | 24% | n/a | n/a | n/a | n/a | n/a | n/a | 30% | n/a | 24% | n/a | n/a |
| 2024-2025 | n/a | 30% | n/a | n/a | n/a | n/a | n/a | n/a | 35% | n/a | 30% | n/a | n/a |
| 2025-2026 | n/a | 35% | n/a | n/a | n/a | n/a | n/a | n/a | 40% | n/a | 35% | n/a | n/a |
| 2026-2027 | n/a | 45% | n/a | n/a | n/a | n/a | n/a | n/a | 45% | n/a | 45% | n/a | n/a |
| 2027-2028 | n/a | 50% | n/a | n/a | n/a | n/a | n/a | n/a | 50% | n/a | 50% | n/a | n/a |
| 2028-2029 | n/a | 55% | n/a | n/a | n/a | n/a | n/a | n/a | 55% | n/a | 55% | n/a | n/a |
| 2029-2030 | n/a | 60% | n/a | n/a | n/a | n/a | n/a | n/a | 60% | n/a | 60% | n/a | n/a |

Data Source: Baseline 2023-2024 to set 6-year goals from Tango - EOY C-PALLS+ Phonological Awareness Overall, Rapid Letter Naming, Rapid Vocabulary Naming - All students tested
Of all students, number of students at "Making Acceptable Progress" in all three subtests (Phonological Awareness Overall, Rapid Letter Naming, Rapid Vocabulary Naming) in either English or Spanish (unduplicated)
Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Literacy Progress Measure 2 - Ruth Barron ES

The percent of Kindergarten students that score on grade level ("On Track") in Reading on the TX-KEA assessment will increase from 39% in Spring 2024 to 60% by June 2030.

| Yearly Target Goals | | | | | | | |
|---------------------|------------------|------------------|------------------|------------------|------------------|------------------|--|
| % | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 | 2028-2029 | 2029-2030 | |
| 39% | 45% | 48% | 50% | 55% | 58% | 60% | |

Yearly Target Goals -- by Student Group

| | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Economically Disadvantaged | Special Ed (Former) | Emergent Bilingual | Continuously Enrolled | Non-Continuously Enrolled |
|---|------------------|------------|------------|-----------------|-------|------------------|-------------------|----------------------|----------------------------|---------------------|--------------------|-----------------------|---------------------------|
| 2023-2024 <small>(Actual Outcomes for Goal-Setting)</small> | n/a | 36% | 47% | n/a | n/a | n/a | n/a | 15% | 41% | n/a | 45% | n/a | n/a |

| | | | | | | | | | | | | | |
|-----------|-----|------------|------------|-----|-----|-----|-----|------------|------------|-----|------------|-----|-----|
| 2024-2025 | n/a | 40% | 50% | n/a | n/a | n/a | n/a | 25% | 50% | n/a | 50% | n/a | n/a |
| 2025-2026 | n/a | 45% | 52% | n/a | n/a | n/a | n/a | 35% | 52% | n/a | 52% | n/a | n/a |
| 2026-2027 | n/a | 50% | 54% | n/a | n/a | n/a | n/a | 45% | 54% | n/a | 54% | n/a | n/a |
| 2027-2028 | n/a | 55% | 56% | n/a | n/a | n/a | n/a | 55% | 56% | n/a | 56% | n/a | n/a |
| 2028-2029 | n/a | 58% | 58% | n/a | n/a | n/a | n/a | 58% | 58% | n/a | 58% | n/a | n/a |
| 2029-2030 | n/a | 60% | 60% | n/a | n/a | n/a | n/a | 60% | 60% | n/a | 60% | n/a | n/a |

Data Source: Baseline 2023-2024 to set 5-year goals from Eduphoria - EOY TX-KEA Vocabulary, Letter Names, Spelling - All students tested (where they were view)

Of all students, number of students "On Track" in all three subtests (Vocabulary, Letter Names and Spelling) in either English or Spanish (unduplicated)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Literacy Progress Measure 3 - Ruth Barron ES

The percent of 1st through 3rd grade students that score on grade level or above in Reading on the TPRI/Tejas LEE and STAAR Reading assessments will increase from 38% in Spring 2024 to %60 by June 2030.

Yearly Target Goals

| 2023-2024 <small>(Actual Outcome for Goal-Setting)</small> | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 | 2028-2029 | 2029-2030 |
|---|------------|------------|------------|------------|------------|------------|
| 38% | 43% | 48% | 53% | 58% | 59% | 60% |

Yearly Target Goals -- by Student Group

| | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Economically Disadvantaged | Special Ed (Former) | Emergent Bilingual | Continuously Enrolled | Non-Continuously Enrolled |
|--|------------------|------------|------------|-----------------|-------|------------------|-------------------|----------------------|----------------------------|---------------------|--------------------|-----------------------|---------------------------|
| 2023-2024 <small>(Actual Outcomes for Goal-Setting)</small> | 29% | 40% | 38% | n/a | n/a | n/a | n/a | 17% | 33% | n/a | 37% | n/a | n/a |
| 2024-2025 | 35% | 43% | 40% | n/a | n/a | n/a | n/a | 25% | 40% | n/a | 40% | n/a | n/a |
| 2025-2026 | 40% | 45% | 45% | n/a | n/a | n/a | n/a | 35% | 45% | n/a | 45% | n/a | n/a |
| 2026-2027 | 45% | 48% | 48% | n/a | n/a | n/a | n/a | 45% | 50% | n/a | 50% | n/a | n/a |
| 2027-2028 | 50% | 50% | 50% | n/a | n/a | n/a | n/a | 55% | 55% | n/a | 55% | n/a | n/a |
| 2028-2029 | 55% | 55% | 55% | n/a | n/a | n/a | n/a | 58% | 58% | n/a | 58% | n/a | n/a |
| 2029-2030 | 60% | 60% | 60% | n/a | n/a | n/a | n/a | 60% | 60% | n/a | 60% | n/a | n/a |

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - EOY 1st & 2nd Grade TPRI & Tejas LEE results - All students tested (where they were view)
Of all students, number of students at "No Intervention Needed" in either TPRI or Tejas LEE (unduplicated) +
Spring 2024 Grade 3 Reading STAAR results at Meets Grade Level Performance in either English or Spanish (unduplicated) - All students tested (where they were view)
Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

EC Literacy Targeted Professional Development Plan

Strategies are included in the Campus Improvement Plan

Early Childhood Math Plan Campus Goal - Ruth Barron ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR Math will increase from 13% in Spring 2024 to 60% by June 2030.

Yearly Target Goals

| 2023-2024 <small>(Actual Outcomes for Goal-Setting)</small> | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 | 2028-2029 | 2029-2030 |
|--|------------|------------|------------|------------|------------|-----------------------------|
| 13% | 20% | 30% | 40% | 50% | 55% | Must be at least 60% |

Yearly Target Goals -- by Student Group

| | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Economically Disadvantaged | Special Ed (Former) | Emergent Bilingual | Continuously Enrolled | Non-Continuously Enrolled |
|--|------------------|------------|-------|-----------------|-------|------------------|-------------------|----------------------|----------------------------|---------------------|--------------------|-----------------------|---------------------------|
| 2023-2024 <small>(Actual Outcomes for Goal-Setting)</small> | n/a | 12% | n/a | n/a | n/a | n/a | n/a | 0% | 8% | n/a | 5% | n/a | n/a |
| 2024-2025 | n/a | 15% | n/a | n/a | n/a | n/a | n/a | 10% | 10% | n/a | 10% | n/a | n/a |
| 2025-2026 | n/a | 20% | n/a | n/a | n/a | n/a | n/a | 20% | 20% | n/a | 20% | n/a | n/a |
| 2026-2027 | n/a | 30% | n/a | n/a | n/a | n/a | n/a | 30% | 30% | n/a | 30% | n/a | n/a |
| 2027-2028 | n/a | 40% | n/a | n/a | n/a | n/a | n/a | 40% | 40% | n/a | 40% | n/a | n/a |
| 2028-2029 | n/a | 50% | n/a | n/a | n/a | n/a | n/a | 50% | 50% | n/a | 50% | n/a | n/a |
| 2029-2030 | n/a | 60% | n/a | n/a | n/a | n/a | n/a | 60% | 60% | n/a | 60% | n/a | n/a |

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - Spring 2024 Grade 3 Math STAAR results at Meets Grade Level Performance or above in either English or Spanish (unduplicated) - All students tested (where they were view)
Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Math Progress Measure 1 - Ruth Barron ES

The percent of PreK students that score on grade level or above in Math on the C-PALLS+ assessment will be maintained at 100% in Spring 2024 to June 2030.

Yearly Target Goals

| 2023-2024 <small>(Actual Outcome for Goal-Setting)</small> | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 | 2028-2029 | 2029-2030 |
|---|-------------|-------------|-------------|-------------|-------------|-------------|
| 100% | 100% | 100% | 100% | 100% | 100% | 100% |

Yearly Target Goals -- by Student Group

| | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Economically Disadvantaged | Special Ed (Former) | Emergent Bilingual | Continuously Enrolled | Non-Continuously Enrolled |
|--|------------------|-------------|-------|-----------------|-------|------------------|-------------------|----------------------|----------------------------|---------------------|--------------------|-----------------------|---------------------------|
| 2023-2024 <small>(Actual Outcomes for Goal-Setting)</small> | n/a | 100% | n/a | n/a | n/a | n/a | n/a | n/a | 100% | n/a | 100% | n/a | n/a |
| 2024-2025 | n/a | 100% | n/a | n/a | n/a | n/a | n/a | n/a | 100% | n/a | 100% | n/a | n/a |
| 2025-2026 | n/a | 100% | n/a | n/a | n/a | n/a | n/a | n/a | 100% | n/a | 100% | n/a | n/a |
| 2026-2027 | n/a | 100% | n/a | n/a | n/a | n/a | n/a | n/a | 100% | n/a | 100% | n/a | n/a |
| 2027-2028 | n/a | 100% | n/a | n/a | n/a | n/a | n/a | n/a | 100% | n/a | 100% | n/a | n/a |
| 2028-2029 | n/a | 100% | n/a | n/a | n/a | n/a | n/a | n/a | 100% | n/a | 100% | n/a | n/a |
| 2029-2030 | n/a | 100% | n/a | n/a | n/a | n/a | n/a | n/a | 100% | n/a | 100% | n/a | n/a |

Data Source: Baseline 2023-2024 to set 6-year goals from Tango - EOY C-PALLS+ Math - All students tested
Of all students, number of students at "Making Acceptable Progress" in Math in either English or Spanish (unduplicated)
Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Math Progress Measure 2 - Ruth Barron ES

The percent of Kindergarten students that score on grade level ("On Track") in Math on the TX-KEA assessment will increase from 63% in Spring 2024 to 70% by June 2030.

Yearly Target Goals

| 2023-2024 <small>(Actual Outcome for Goal-Setting)</small> | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 | 2028-2029 | 2029-2030 |
|---|------------|------------|------------|------------|------------|------------|
| 63% | 65% | 68% | 70% | 70% | 70% | 70% |

| | 63% | 64% | 65% | 66% | 67% | 68% | 70% | | | | | | |
|---|------------------|------------|------------|-----------------|-------|------------------|-------------------|----------------------|----------------------------|---------------------|--------------------|-----------------------|---------------------------|
| Yearly Target Goals -- by Student Group | | | | | | | | | | | | | |
| | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Economically Disadvantaged | Special Ed (Former) | Emergent Bilingual | Continuously Enrolled | Non-Continuously Enrolled |
| 2023-2024 <small>(Actual Outcomes for Goal-Setting)</small> | n/a | 64% | 59% | n/a | n/a | n/a | n/a | 30% | 64% | n/a | 66% | n/a | n/a |
| 2024-2025 | n/a | 65% | 65% | n/a | n/a | n/a | n/a | 40% | 65% | n/a | 67% | n/a | n/a |
| 2025-2026 | n/a | 66% | 66% | n/a | n/a | n/a | n/a | 50% | 66% | n/a | 68% | n/a | n/a |
| 2026-2027 | n/a | 67% | 67% | n/a | n/a | n/a | n/a | 55% | 67% | n/a | 68% | n/a | n/a |
| 2027-2028 | n/a | 68% | 68% | n/a | n/a | n/a | n/a | 60% | 68% | n/a | 69% | n/a | n/a |
| 2028-2029 | n/a | 69% | 69% | n/a | n/a | n/a | n/a | 65% | 69% | n/a | 69% | n/a | n/a |
| 2029-2030 | n/a | 70% | 70% | n/a | n/a | n/a | n/a | 70% | 70% | n/a | 70% | n/a | n/a |

Data Source: Baseline 2023-2024 to set 5-year goals from Eduphoria - EOY TX-KEA Math - All students tested (where they were view) Of all students, number of students "On Track" in math in either English or Spanish (unduplicated)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

| Early Childhood Math Progress Measure 3 - Ruth Barron ES | | | | | | | | | | | | | |
|--|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|----------------------|----------------------------|---------------------|--------------------|-----------------------|---------------------------|
| The percent of 1st through 3rd grade students that score on grade level or above in math on Star360 and STAAR math assessments will increase from 46% in Spring 2024 to 60% by June 2030. | | | | | | | | | | | | | |
| Yearly Target Goals | | | | | | | | | | | | | |
| 2023-2024 <small>(Actual Outcome for Goal-Setting)</small> | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 | 2028-2029 | 2029-2030 | | | | | | | |
| 46% | 50% | 54% | 55% | 56% | 58% | 60% | | | | | | | |
| Yearly Target Goals -- by Student Group | | | | | | | | | | | | | |
| | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Economically Disadvantaged | Special Ed (Former) | Emergent Bilingual | Continuously Enrolled | Non-Continuously Enrolled |
| 2023-2024 <small>(Actual Outcomes for Goal-Setting)</small> | 35% | 46% | 48% | n/a | n/a | n/a | n/a | 28% | 45% | n/a | 44% | n/a | n/a |
| 2024-2025 | 40% | 48% | 50% | n/a | n/a | n/a | n/a | 35% | 48% | n/a | 48% | n/a | n/a |
| 2025-2026 | 45% | 50% | 52% | n/a | n/a | n/a | n/a | 40% | 50% | n/a | 50% | n/a | n/a |
| 2026-2027 | 50% | 52% | 54% | n/a | n/a | n/a | n/a | 45% | 52% | n/a | 52% | n/a | n/a |
| 2027-2028 | 55% | 56% | 56% | n/a | n/a | n/a | n/a | 50% | 56% | n/a | 56% | n/a | n/a |
| 2028-2029 | 58% | 58% | 58% | n/a | n/a | n/a | n/a | 55% | 58% | n/a | 58% | n/a | n/a |
| 2029-2030 | 60% | 60% | 60% | n/a | n/a | n/a | n/a | 60% | 60% | n/a | 60% | n/a | n/a |

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - EOY 1st & 2nd Grade Star360 math results - All students tested (where they were view) Of all students, number of students "At/Above Benchmark" in either English or Spanish (unduplicated) + Spring 2024 Grade 3 Math STAAR results at Meets Grade Level Performance or above in either English or Spanish (unduplicated) - All students tested (where they were view)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

EC Math Targeted Professional Development Plan

Strategies are included in the Campus Improvement Plan